DOCUMENT RESUME

ED 158 410 EA 010 837

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TITLE Teacher Corps--Demonstrating the Concept of Alternative Schools.
PUB DATE Jun 78
NOTE 31p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Pages 4 and 8 may not reproduce clearly

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Adoption (Ideas); *Alternative Schools; College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Programs; *Inservice Teacher Education; Preservice Education; Program Descriptions; Staff Improvement
IDENTIFIERS Houston Independent School District TX; Magnet Schools; *Teacher Corps

ABSTRACT

The University of Houston/Houston Independent School District Teacher Corps project is designed to demonstrate the operation of an alternative school program intended to promote desegregation and to train educational personnel to function effectively in alternative schools in an urban setting. The project demonstrates how coordination of the resources and needs of collaborating agencies--the district, the university, the profession, and the community--can promote success of the individual within an alternative school. The project has seven major goals: to develop and field test a program that puts students and instruction at the center of the decision-making process; involve parents and the community in decision-making; provide multi-cultural, bilingual instructional materials; develop a coordinated preservice/inservice staff development program for personnel at all levels; establish a center for the development of human potential; provide a comprehensive strategy to facilitate operations of alternative schools; and provide a model for disseminating products and processes produced. (Author/IRT)

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TEACHER CORPS– DEMONSTRATING THE CONCEPT OF ALTERNATIVE SCHOOLS

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Presented at
First Congress on Education
Toronto, Canada
June, 1978

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EA 010 837

TEACHER CORPS
1965-1976

What is Teacher Corps?

Teacher Corps is a federally funded program which began in 1965 during the Johnson administration. It was developed in an effort to meet the needs of urban school districts suffering from a ciritical shortage of qualified teachers. The National Teacher Corps was designed to train individuals to function effectively in these urban school settings. Consequently, Teacher Corps was commonly referred to as the Peace Corps for the educationally deprived in the urban areas of the United States.

The intern or pre-service candidate was the key to the first ten years of Teacher Corps. Each project throughout the United States trained up to forty-six neophyte teachers who were given internships in local schools serving on teams with regular teachers in the classroom. At the conclusion of two years of study, in addition to a basic undergraduate program and on the job experience, the intern would receive his/her teaching certificate and Bachelor of Science in Education. Additional programs were developed for individuals who had already received their university degrees (B.S./B.A.) in a discipline other than education (e.g. biology). These interns would complete a similar internship, however, their studies are at the graduate level. At the successful completion of their program the graduate interns would receive a Masters Degree in Education and a teaching certificate. The graduate and undergraduate internships were in either elementary or secondary schools (some in recent years have been in correctional institutions) depending on the focus of individual projects.

Through its history, Teacher Corps has been instrumental in attracting dedicated professionals who have not been proportionately represented in the field of education--notably Blacks, Native Americans, Spanish speakers, and Asian Americans. By 1975, some 11,000 Teacher Corps interns had been trained, at least 70% of whom have remained in education.[1]

The primary goal of Teacher Corps is to achieve collaboration in educational decision making, community-based education, field-based instruction, team teaching-planning, and multi-cultural education. Therefore, Teacher Corps was designed specifically to facilitate interaction among school districts, universities, and community agencies.

Teacher Corps projects throughout the United States were designed to demonstrate alternative educational models and training programs adaptable to the needs of universities and schools and which would survive the termination of federal funds.[2] Teacher Corps is a pioneer in developing and supporting educational innovations including: team teaching and flexible grouping of students; individualized and personalized instruction; bilingual and multi-cultural education; competency-based teacher education; portal schools; collaborative planning and decision making; field-based teacher training; community-based education with the use of parent volunteers; and diagnostic and prescriptive teaching.

The early seventies saw a dramatic change from the teacher shortages of the sixties. A number of factors contributed to the oversupply of teachers including: (1) a decrease in the population (which initially affected elementary school enrollments); (2) a resistance to passing school bonds which raised the taxes of home owners; (3) the reduction of school revenues and bonds for capital improvements caused school districts to reduce their budgets, (teacher vacancies remained unfilled, causing an increase in the average class size); and (4) teacher colleges, ignoring the first three factors, continued to train undergraduate students for the teaching profession in larger, rather than smaller numbers. (Some Colleges of Education had only

twenty to thrity percent of their graduates find teaching positions for which they had been trained.)

Since 1975, Teacher Corps has changed its focus from training perspective teachers to the professional development of teachers presently certified and employed in the school districts. The number of interns in the one hundred projects throughout the United States has been reduced to an average of four. Teacher Corps has supported universities (Institutions of Higher Education) and school districts (Local Education Agencies) in their collaborative development to improve programs for the retraining of experienced teachers and teacher aides. The one hundred projects reflect the demonstration of the following training frameworks:

1. training complexes
2. competency-based teacher education
3. training for alternative school designs
4. systematic adaption of research
5. interdisciplinary training approaches

This paper will focus on the training for implementing alternative school designs (3.) through a case study of the University of Houston, Houston Independent School District project entitled: "Demonstrating the Concept of Alternative Schools."

The five training frameworks are defined as follows:

DEFINITION OF TERMS*

I. THE FIVE FRAMEWORKS

A. The Training Complex. A training complex is an organization designed to provide preservice and inservice education for potential and practicing educational personnel at a site located within or near the schools where Teacher Corps interns are serving and where retraining of experienced teachers and teacher aides is being initiated. Applications may show wide diversity in the features of a training complex, but it is essential that the application describe plans for (i) the direct involvement of training personnel from the institution of higher education involved in the Teacher Corps project, Teacher Corps interns, experienced teachers, teacher aides, and community volunteers in decision-making, (ii) the assuring that instructional experiences for teacher interns, experienced teachers and teacher aides will be administered through the training complex, and (iii) a wide use of community and local educational agency resources for the development and delivery of both training and retraining.

B. Competency-based Teacher Education. Competency based teacher education is marked by the specification of objectives for learning based on observation of teacher skills and behaviors which positively influence children's learning. Instructional programs for experienced teachers, teacher interns, teacher aides, and community volunteers are delivered through sequential programs based on various levels of professional activities and competencies. Applications must describe how the proposed project will (i) demonstrate objective based programs of training and retraining for educational staff which are designed to improve learning opportunities for low-income children through careful analyses of training and retraining needs, (ii) develop systematic management processes so that persons in training or retraining can evaluate their own learning needs and achievements; (iii) provide alternative modes of instruction based on the achievement of predetermined competencies for teachers or other educational personnel in relation to the improvement of pupil learning; and (iv) direct the use of university and other program resources towards meeting the needs of teacher interns, experienced teachers, teacher aides, and community volunteers within the school districts served by the project.

C Training for Implementing Alternative School Designs. School districts which have planned a major organizational or structural educational innovation may choose to demonstrate, through a Teacher Corps project, a program of training teacher interns and retraining experienced teachers and teacher aides which helps meet the special needs for implementing such an innovation. Applications must (i) contain assurances that the school district is already committed to this innovation and that the institution of higher education involved in the Teacher Corps project will be able to demonstrate appropriate training and retraining activities, (ii) contain evidence that other aspects of the innovation have been planned and provided for separately from those supported under the Teacher Corps program and described in the application (which is limited to training and retraining activities); (iii) indicate directions for the improvement of training of Teacher Corps interns and retraining of experienced teachers and teacher aides through relating these activities to institutional change; and (iv) demonstrate a viable strategy for improving both the skills of educational personnel and the conditions under which education takes place.

D Interdisciplinary Training Approaches. This strategy provides for training of teacher interns and the retraining of experienced teachers and teacher aides through the demonstration of programs which emerge from the participation in teacher education by representatives from various academic disciplines (such as the liberal and fine arts, physical and natural sciences, social sciences, and humanities), and which are aimed at increasing the educational opportunities of low income children by reorganizing the base of knowledge and experience which the educational staff can use as a basis for planning and managing learning activities. Applications must emphasize: (i) The collaborative planning by representatives of diverse disciplines for developing programs of training and retraining geared specifically to populations of learners from low income families; (ii) the relationship of multi-disciplinary training and retraining programs to the specific cultural and life styles of the pupils to be served so as to reinforce extant community values, (iii) the development of professional educational staffs which are flexible in their organization and use of knowledge in relation to growth and development of children as members of specific cultural and social groups; and (iv) the improvement of interrelationships among educational agencies and institutions (such as universities and local school districts) and other community institutions.

E Training for the Systematic Adaption of Research Findings. There is presently available and in immediately usable form, a substantial body of results from research concerning learning and educational processes. Such research results can be incorporated into the design of programs for the training of teacher interns and the retraining of experienced teachers and teacher aides. This research can be drawn upon to identify training objectives, select approaches to training and evaluation, create instructional materials and activities or adapt existing materials to new situations, and organize training or retraining programs. This research evidence represents a vast potential resource which, as yet, has not been organized into systematic or overall program demonstrations. Applications selecting this strategy must emphasize (i) the systematic organization of validated research finding into demonstration programs of teacher intern training and the retraining of experienced teachers and teacher aides; (ii) the utilization of data based solutions to persistent educational problems addressed by the application; (iii) the relating of research activities and findings to the everyday life and activities of practicing educational personnel; and (iv) the broadscale public demonstration of programs based on the research findings and involving collaboration among school districts and educational groups.

*SEE THE FEDERAL REGISTER OF MAY 29, 1975

Before the University of Houston/Houston Independent School District Teacher Corps project is discussed, some initial background in the development of alternative schools and the Houston Magnet School program may be helpful to the reader. The following has been excerpted from a paper presented by the author at the National Conference on Magnet Schools, May 9-11, 1976, in Houston, Texas.

Alternative Education

The alternative school movement may be traced to a place beyond our borders and to a time in the past. The Danish folk high school was first established in Denmark in 1844. The Danish high schools presented an alternative for the common people to educate their children. The current folk high schools present a variety of curriculum and instructional approaches to over 8,500 students in secondary schools whose attendance is voluntary. The use of grades, examinations, and diplomas is not a criteria for mastery of learning. The schools maximize alternatives to teaching and learning.[3]

The name Summerhill has become synonymous with an alternative approach to education. It has survived changing educational, economic, and political conditions since its creator, A. S. Neill, founded Summerhill in England in 1921. Although the concept has been copied, the actual model seems uniquely suited to the British society.

The existence of alternative schools has been an integral part of our early American educational experience. The educational, social, and religious needs of colonial America were met by Latin grammar schools, normal schools, academies, dance schools, town schools, and the classical tutorial school.[4] However, the alternatives were limited to those who had the economic means. Large segments of the population during the colonial

through the post Civil War period were isolated from the mainstream of formal education and schooling.

In this century the alternative school remained for the wealthy and religious. The masses received formal public schooling, but the education gained through schooling continued to meet the needs of the lowest common denominator of students.

The alternative or free schools of the sixties grew out of the social, economic, and political needs of conventional education. Some of the alternative schools which gained national recognition, included Harlem Prep of New York, which enlisted drop-out and turned-off students; the Parkway Program in Philadelphia, which utilized the institutions, museums, and store fronts of Philadelphia; the Metro in Chicago, a school without walls, which mirrored the structure of the Parkway Program. Hundreds of alternative schools were established throughout the United States in the late sixties and early seventies.

The alternative school of the sixties reflected or attempted to meet the needs of self-determination among numerous minority groups whose formal schooling had been void of the basics of survival, let alone advancement in a degree-oriented society. The political left of the middle class sought refuge from the mundane and irrelevant philosophies and practices of the traditional school. In a sense, the alternative school presented an option to those who felt the need for some schooling without the confining attributes of traditional education.

Regardless of one's particular value judgments, the sixties were a time for:

1) Social reform (Johnson's Great Society).
2) Implementation of Brown vs. Board of Education
3) Vietnam war.

4) Alternative movements in politics, economics, and lifestyles.
5) Civil rights movements.
6) Rising crime and drug rates.
7) Decay of urban areas.
8) Movements of families from inter-city to suburbs.
9) Student unrest in colleges and high schools.
10) Movement away from organized religion.

The above list is only illustrative of a few events which impacted American society in the 1960's. The return to and expansion of the concept of alternative schools is one method of answering the problems brought out by the turmoil of the sixties. The development of the Alternative Magnet Schools follows in the footsteps of its predecessors. However, the Magnet Alternative School is meeting a new set of needs, goals, and objectives. The Alternative Magnet School is beginning to achieve the goal of refurbishing the school environment as a meeting place for the children of the present and the adults of the future. It combines the best elements of cultural pluralism and cultural socialization.

The Alternative Magnet School actually attracts students outside the neighborhood boundaries of the school (see Figure 1 for listing of schools). Students may travel fifteen miles or more to attend a magnet elementary, math-science school, or a high school which emphasizes the visual and performing arts.

The Houston Independent School District (which expanded its Magnet School Program in Fall 1975) has achieved initial success in desegregating the schools by offering thirty-three quality alternative education magnet programs in twenty-eight different schools.[5]

Figure 1.[6]

HOUSTON SCHOOLS WITH REGULAR PROGRAMS AND ONE OR MORE MAGNET PROGRAMS

	Before Magnet Programs Began						First Year of Magnet Programs Enrollment by Race 1975-76					
SCHOOL	Blk	Pct.	Brn	Pct.	Wte	Pct.	Blk	Pct	Brn	Pct	Wte	Pct
Burrus (P)	543	80.0	101	14.9	35	5.1	750	88.5	44	5.2	53	6.3
Wainwright	31	4.8	65	4.7	542	84.7	72	11.3	70	11.0	497	77.7
Hamilton	322	22.5	338	23.7	760	53.2	346	22.7	399	26.1	783	51.2
Washington, B.T.	1711	96.2	31	1.9	30	1.7	1712	98.9	6	0.4	12	0.7
Jones, Anson (P)	165	56.7	122	41.9	4	1.4	201	37.5	286	53.1	49	9.1
River Oaks	123	25.1	53	10.8	314	64.1	173	32.6	79	14.9	279	52.5
Lanier	457	37.9	160	13.3	586	48.8	489	34.7	262	18.6	658	46.7
Miller	72	35.1	37	18.1	96	46.8	141	32.8	52	12.1	237	55.1
Parker	16	2.1	23	2.9	737	94.0	126	14.4	39	4.4	713	81.2
Bellaire	79	3.5	54	2.4	2092	92.9	112	4.9	79	3.5	2076	91.6
Sterling	1106	76.8	38	2.6	295	20.5	1167	82.7	41	2.9	203	14.4
Lamar (P)	319	44.2	324	44.9	79	10.9	39	4.8	651	79.7	127	15.5
Pleasantville (P)	312	64.5	105	21.7	66	13.8	487	86.1	25	4.4	54	9.5
Port Houston (P)	163	46.4	167	47.6	21	6.0	16	4.5	294	83.3	43	12.2
Milby	100	5.0	392	19.6	1483	74.0	116	6.0	405	21.1	1402	72.9
Roosevelt (P)	215	60.4	94	26.4	47	13.2	126	26.1	222	46.1	134	27.8
Scroggins (P)	200	24.5	555	67.9	55	6.8	55	8.1	568	83.0	61	8.9
Terrell	910	99.2	17	1.8			953	97.6	18	1.8	6	0.6
Davis	594	43.9	677	50.0	81	6.0	520	42.8	629	51.7	67	5.5

(P) formerly paired schools
Source: Houston Independent School District

HOUSTON SCHOOLS OPERATING AS 100 PER CENT MAGNET SCHOOLS

	Before Magnet Programs Began Actual and Percentage of Enrollment 1974-75						First Year of Magnet Programs Actual and Percentage of Enrollment 1975-76					
SCHOOL	Bla.	Pct.	Br.	Pct.	Wh.	Pct.	Bla.	Pct.	Br.	Pct.	Wh.	Pct.
Reagan Fundamental High School	260	19.9	357	27.3	686	52.4	252	20.2	422	33.8	574	46.0
Bruce Music Academy (P)	481	78.7	129	21.1	1	.2	433	88.0	44	8.9	15	3.1
MacGregor Music & Science	339	27.2	19	4.9	27	6.9	412	84.3	15	3.1	62	12.6
Poe Fine Arts Academy	207	49.6	12	2.9	197	47.3	208	42.0	15	3.0	272	55.0
Garden Villas Music Academy	263	37.3	103	14.6	338	48.0	292	43.1	114	16.8	271	40.1
Pugh Fundamental (P)	351	47.5	343	46.5	42	5.7	45	5.9	666	87.3	52	6.8
Berry Ecology and Outdoor School	302	35.6	268	31.6	274	32.3	316	36.8	279	32.5	264	30.7
LooscanFundamental (P)	268	45.6	309	52.5	11	1.9	46	9.2	415	83.2	38	7.6
Ross Math and Science (P)	323	55.7	240	41.4	15	2.6	524	89.9	79	12.8	14	2.3

(P) formerly paired schools
Source: Houston Independent School District

The superintendent and district have committed resources and future schools to the expansion of the magnet schools. Fourteen additional magnet schools were added for the 1976-1977 school year.

The initial success in Houston and other school districts' experience is encouraging. However, the critical issue of continued success of the Alternative Magnet Schools will rest with effective staff development programs. The development of high quality instructional programs for new magnet schools and continuance of present programs will require a uniquely different approach to staff development.

Staff Development Defined

The term, staff development, is being defined as those inservice activities which educational personnel receive during their employment. Staff development may occur during the school day, in the afternoon, on weekends. The goal of staff development is to increase the educational opportunities for students as a result of the growth and development of educators (teacher aides, tutors, etc.). The needs and extent of Staff Development in many cases are defined in the individual's preservice development. The relationship between preservice and inservice is just beginning to be explored.

Preservice/Inservice Continuum

The preservice programs in Colleges of Education, begin the process of developing the foundations for the classroom teacher. It has been a basic assumption that all the knowledge, skills, and functions of teaching are acquired during preservice training. If we applied this assumption to other professions, doctors would be practicing medicine; lawyers, law; and dentists, dentistry; after they completed their college education. Only teachers are expected to move from the neophyte to the experienced in a short period of time.

The pre-occupation by the profession with preservice education relegated inservice education to a sporadic, piecemeal effort of some school districts and a few univeristy or college professors. Conceptually, the coordinated effort of pre and inservice education is only beginning to be developed through such groupings as Teacher Centers and Teacher Corps Networks. Teacher Centers reflect the effort of universities, school districts, professional teacher organizations, state educational and community agencies to plan and implement coordinated regional preservice and inservice programs.[7] Teacher Corps Networks have been developed throughout the United States to bring the directors of local projects in various states together for the collective support of the directors' individual projects.

Effective staff development requires a consistent, developmental professional sequence which would begin with the preservice program and continue through inservice programs. New trends in education and changing educational needs could be incorporated into a preservice/inservice model, if the model were flexible and responsive to the needs of the educational system (parents, teachers, students, etc.). The Alternative Magnet School has created a need for a unique set of inservice activities.

The Alternative Magnet School teacher is presented with a set of instructional and interpersonal demands that differ from the traditional school. The student population may create a need for teachers to operate effectively in multi-cultural and tri/bilingual settings. The same school may also be designed as a Science-Music Magnet School. Unfortunately, few, if any, teacher education colleges have prepared specific preservice program training for future teachers seeking employment in Alternative Magnet Schools. The magnet school teacher has special instructional needs related to specific and generic (general) content. The teacher may be asked to function in

magnet schools which vary in structure and organization vis-a-vis traditional, flexible, alternative, free, career, creative arts, and cultural awareness schools.[8] A single type of staff development program would be inadequate for the somewhat diverse needs of the magnet school teachers.

If we are to exemplify what we explicate, the staff development program must also be open, flexible, multicultural-bilingual, and creative.[9] It must have effective formative and summative assessment procedures and utilize needs assessments and data from teachers, students, parents, community and school district staff, university faculty, and state organizations. The model to bring about an effective staff development program would utilize a discrepancy-analysis procedure where the goals and objectives established by the different role groups would be evaluated on a continuous basis. The staff development model needs to present the teacher with a learning environment which combines structure and freedom, which may be duplicated in the teacher's own classroom or school. The staff development experience must be real, "realness" as described in The Velveteen Rabbit or How Toys Become Real.[10] In this book, a toy becomes "real" because it experiences human interaction and develops feelings of love and concern that are shared. We need that type of realness in our staff development model.

The most effective staff development programs are those which are planned and implemented by teachers for teachers. Individualizing the inservice activities would require a total collaborative planning and decision making model.

Individualizing-Concerns and Needs

Within the context of an individualized staff development model the teacher would select a single mode or combination of modes based on unique needs and concerns. A teacher who is concerned with classroom management may gain little from a required inservice session about professional rights and responsibilities. The varied concern levels of teachers may be viewed from the following perspectives:

1. High Self-Concern Levels." The teacher is concerned with his/her basic functioning on a daily basis. There is little thought given to the future. Actions which may cause high concern levels are:

    a. change in schools
    b. new job or role responsibilities
    c. personal changes (e.g. marriage, pregnancy, divorce, death of spouse or close relative)
    d. change in curriculum, number of class preparations, school rules and regulations
    e. change in evaluative criteria or procedures for job continuance
    f. personal conflicts (e.g. students, staff, principal, parents)

2. Low Self-Concern Levels. The teacher is "other" oriented. Most immediate concerns are satisfied and the teacher is concerned with greater issues. Teachers in this category may be concerned by:

    a. school management and climate
    b. school-parent relations
    c. professional development
    d. curriculum effectiveness
    e. collegial relationships
    f. collaborative decision making on teacher issues

The concern levels of teachers are relative to time and sequence of events. Value judgments about good and bad teaching are not being made. Each teacher may be at different concern levels throughout their career. An effective staff development program would incorporate the concerns of teachers into their programs through a self selection process and active involvement in the planning and implementation of the staff development programs.

Relativity of Needs

The importance of continuous need assessments is evident, but a developmental program would meet both the identified and unidentified needs of teachers. This statement may seem contradictory,

but it reflects an educational theory of relativity. If an individual functions in a universe of five, the needs of the individual will reflect his/her five factor universe. Increase the dimension of the universe to a factor of ten, the individual now has needs relative to the new universe. A truly unique program would incorporate teacher concerns, stated needs, and a relativity factor to increase the universe of each individual.

Community Based Teacher Education

There is one additional area to explore before the University of Houston/Houston Independent School District Teacher Corps project is discussed. The development of both pre and inservice Community Based Teacher Education programs.

Preservice. The past decade has seen a gradual, but dramatic change in the training of teachers. Numerous colleges of education are moving out from their ivory towers to create meaningful experiences for neophyte teachers. Teacher education programs for undergraduate students are including contact with children and schools as part of the student's first professional education course. The practical field-centered approach has received praise from both students and their assisting teachers in the schools. Although commendable, the movement into a school oriented training program remains limited in its scope.

The teacher educator who is becoming school-based must also become community-based. The confluence of the school and community with pedagogical instruction is the key to a successful teacher education program.

The following is one possible vehicle for the development of a school-based/community-based Teacher Education Program.

Figure 2.[12]

COURSE OR MODULAR OFFERINGS	SCHOOL/COMMUNITY BASED TEACHER EDUCATION
Level I	Level I
Teaching Methods and Theories	Pre-Practicum
Professional Growth and Goals Learning Theories and Assessment Management Techniques Feedback Techniques Module Design and Implementation	1.1 Simulation Teaching Microteaching, Confidence Training, Role Played or Coached Teaching Using Specific Methods 2.0 Observing School Related Situations School Board Meetings, PTA Meetings, Union Meetings, Riding the School Bus 2.1 Observing Non-Classroom Activities Disciplinary, Administrative, Study Sessions 2.2 Observing Classroom Related Activities Supervisory Conference with Neophyte Teachers, Attend Teachers Meetings 2.3 Observing Teaching Situations Observing Neophyte Teachers, Observing Master Teachers
Area Methods and Theories	
Social Studies, English Science, Mathematics, Music, Language Arts, Art	

COURSE OR MODULAR OFFERINGS	SCHOOL/COMMUNITY BASED TEACHER EDUCATION
Level II	Level II
Innovations in Teaching	
Curriculum Development Affective Education Self-Evaluation Reading and Visual Communications Value Clarification Human Relations Stereotypes in Materials Seminar--Cooperating Teachers/Student Teachers/Supervisors	3.0 Participating in School Related Activities Playground Leader, Athletic or Theatrical Aid to a School 3.1 Participating in Community Programs Day Care Center Aid, Correctional/Mental Health Aid, Settlement House Leader 3.2 Participating in Classroom Related Activities Academic Tutor, Learning or Library Academic Activity Leader Center 3.3 Quasi-Teaching Activities Classroom Tutor, Teacher's Aide

COURSE OR MODULAR OFFERINGS Level III Practicum Assessment	SCHOOL/COMMUNITY BASED TEACHER EDUCATION Level III Practicum
Seminar--Supervisors, Cooperating Teachers, and Student Teachers Assessment of Teaching Activities Workshops Multi-Media and Use of Resources	4.0 Programs Urban, Suburban, Rural, Off Campus On Campus 4.1 Duration of Practicum Experiences Eight, Sixteen, Thirty-two Weeks 4.2 Number of Practicum Schools One, Two, Three, or More Schools 4.3 Types of Teaching Environments Traditional, Progressive, Innovative

COURSE OR MODULAR OFFERINGS Level IV Clinical and Peer Teaching	SCHOOL/COMMUNITY BASED TEACHER EDUCATION Level IV Post-Practicum Honors Program
Seminar--Peer Counseling and Advising Workshops Independent Study	5.0 Interns Participate in Classes for Pre-Practicum Students 5.1 Participate in Evaluation of Previous Practicum Experiences 5.2 Participation in Curriculum Development 5.3 Independent Study 5.4 Electives

The chart on the previous pages confronts the problem of a systematic program which identifies teaching problems and strategies at an early stage of development. The courses which parallel particular field experiences represent possible courses or modular offerings. Each course could be designed to meet specific program requirements while offering the student general educational background. Many of the specifics represent examples and should not be misconstrued to be binding or inhibiting to the numerous alternatives which may be interjected into a teacher training program.

The flexibility of any teacher training program must be held as the main objective, but within the flexibility there should be a structure from which the student may measure his success or competency.

Inservice

The undergraduate school/community based model presents the opportunity for staff development, which would join the triad of university supervision, student teacher, and cooperating teacher, in a collaborative learning environment (see Level III p. 15). A further discussion of this triad will be presented in the description of the University of Houston/ Houston Independent School District Teacher Corps project.

Ira J. Gordon reflects on the essence of Community Based Teacher Education when he stated:

> The history of American education reflects that the roots of the public schools are deeply tied to the neighborhood, the community, and the home. Why now the need for a special effort to encourage a closer home-school partnership? The answer is that the bigness of life has caught up with the schools and their relationship with patrons. Yet this bigness, confronting the schools with a complexity of issues beyond their capacity to meet alone, has also destroyed the intimacy of the home-school ties that existed in the early days.[13]

Most of the interactions which presently exist between teachers and parents are negative. A call from the school or teacher is received with great apprehension. Parent visitation days are usually poorly attended. The lack of intimacy described by Gordon has made the teachers' job in the classroom and the parent's job at home much more difficult.

Inservice programs rarely consider home-school relationships an important topic of discussion. This may be due to teacher's cellular isolation, not only from parents, but also from other teachers.[14] Once the classroom door is closed the teacher may not interact with another adult for the remainder of the school day. The parent may feel

intimidated by new programs and educational jargon. The end result is a lack of communication between the home and school--with the students suffering the greatest loss. A Community Based Teacher Education prototype, which incorporates the needs of teachers and parents, is described in the following section.

DEMONSTRATING THE CONCEPT OF ALTERNATIVE SCHOOLS
UNIVERSITY OF HOUSTON/HOUSTON INDEPENDENT SCHOOL DISTRICT
ELEVENTH CYCLE TEACHER CORPS

The major need underlying this project is that for quality integrated education within the Houston schools. As a means of meeting that need, Houston has established a system of alternative schools which students attend on a voluntary basis and which are designed to provide instructional programs tailored more to the needs, interests, talents, and career goals of students. In conjunction with this need is the need to provide competent, qualified educational personnel who can function in the new roles and programs called for in alternative schools and who can model the new types of management/ organizational roles and tasks necessary for alternative school operation.

Evidence supporting the above need is provided by: (1) decreased enrollment in Houston schools despite substantial population increases in the Houston area; (2) increased segregation in District schools despite extensive projects aimed at desegregation; (3) continued shortages of qualified educational personnel despite an overall surplus of teachers nationally and regionally; (4) decreased attendance rates; (5) educational personnel unprepared to function in inner-city schools and varied educational roles despite focus of training programs on multicultural and role-related competencies. Several sociological and economic factors contribute to increased segregation in inner-city schools despite use of various strategies to desegregate. Pairing and forced busing across school, neighborhood, and district boundaries have proved unsatisfactory means for desegregating schools and for equalizing educational opportunities for low-income and minority students.

Alternative schools which feature high-impact, success-oriented educational programs appear to be a viable means of desegregating city schools and of improving the quality of educational programs. Successful implementation of the alternative schools is dependent upon identification of the competencies and characteristics needed by educational personnel to function in such schools, and the development of training programs to prepare personnel to fill these new roles.

The project is designed to demonstrate the operation of an alternative school and its educational programs designed to promote desegregation; and to train educational personnel to function effectively in alternative schools in an urban setting. The project will also demonstrate how coordination of the resources and needs of collaborating agencies--the District, the University, the Profession and the Community--can promote success of the individual within an alternative school.

The Houston Independent School District/University of Houston Eleventh Cycle Teacher Corps Project has seven major objectives:

1. To develop and field test a management/organization system which involves a cross section of personnel from collaborating agencies in decision making functions, and which is organized horizontally to place students and instruction at the center of the decision making process.

2. To develop and field test parent/community involvement program which facilitates their participation in educational decision making and extends the instructional resources of the school.

3. To develop and field test multicultural, bilingual student instructional materials which incorporate student talents, interests and abilities, and which utilize a positive application of diagnostic/prescriptive instructional processes as means for facilitating student achievement and success.

4. To develop and field test a coordinated preservice/inservice staff development program which incorporates training experiences for a number of educational roles ranging from instructional aide through instructional manager, and which provides professional development credit for community volunteers, undergraduate student teachers, inservice teachers, Teacher Corps Interns, and project staff.

5. To establish a Center for the Development of Human potential which serves as: (a) a demonstration site for project products, processes, and training activities; (b) a training resource center housing instructional materials, equipment and resources and in which minicourses and workshops are provided; (c) curriculum enrichment center where students participate in instructional programs based on interests, talents, and abilities; (d) a community education center in which members of the community work to increase their effectiveness within the educational arena and contribute to the educational experiences of students; (e) a "model" training-community-educational center supporting alternative school implementation.

6. To develop and test a comprehensive strategy to facilitate operations, acceptance and institutionalization of alternative schools, and their accompanying staff development programs, instructional programs, and management/organizational systems.

7. To develop and test a model for disseminating products and processes of the project to other community/educational institutions and which results in the use of products and processes in at least two other educational sites.

The project focuses its resources and activities on one site--the Alternative Magnet School at Theodore Roosevelt School (which serves as a developmental arena for products and processes) and on the Theodore Roosevelt Basic School (which serves as a testing ground for project products and processes). Project activities include: (1) identifying needs related to each objective; (2) specifying goals, objectives, and competencies related to each need; (3) developing long-range and short-term plans for each goal and competency; (4) implementing plans, gathering data and documenting activities and processes; (5) evaluating products and processes in relation to need. This process is employed to: (a) assure the collaborative involvement of District, University, Community, and Professional personnel in all project activities related to alternative school implementation and operation (including staff development programs); and (b) assure the continued revitalization of educational and staff development activities as needs and priorities emerge and are differentiated during alternative school operation.

The University of Houston/Houston Independent School District Eleventh Cycle Teacher Corps project reflects the collaborative effort of parents, teachers, school district personnel, university faculty, and administrators. The seven objectives outlined on pages 19 and 20 will be demonstrated over a two year period. Each objective represents a unique educational model from the management system of the project through dissemination of the various products. The models which are being developed and field tested at the Roosevelt Elementary School will be available for district-wide distribution during the life of the project.

The seven objectives encompass a volume of supporting documentation. Rather than discuss the totality of the project, this section will focus on the specific components of objectives one, two, and four.

The first objective establishes the perimeters of a collaborative management system. The keystone to implementing an effective management system centers on the decision to include those individuals immediately affected by project activities in the initial planning and developmental stages. The term system, is a datum developed to describe the flow and interaction of a predetermined set of people and things. The system functions to the collective good of the people, which must incorporate the widest cross-section of individuals in its decision making processes. A Teacher Corps project is a microcosm of society, with the needs and stresses of people working together to accomplish collective goals. If collaborative planning and implementing is not implemented, there may exist groups of people working in physical proximity to accomplish contradictory goals.

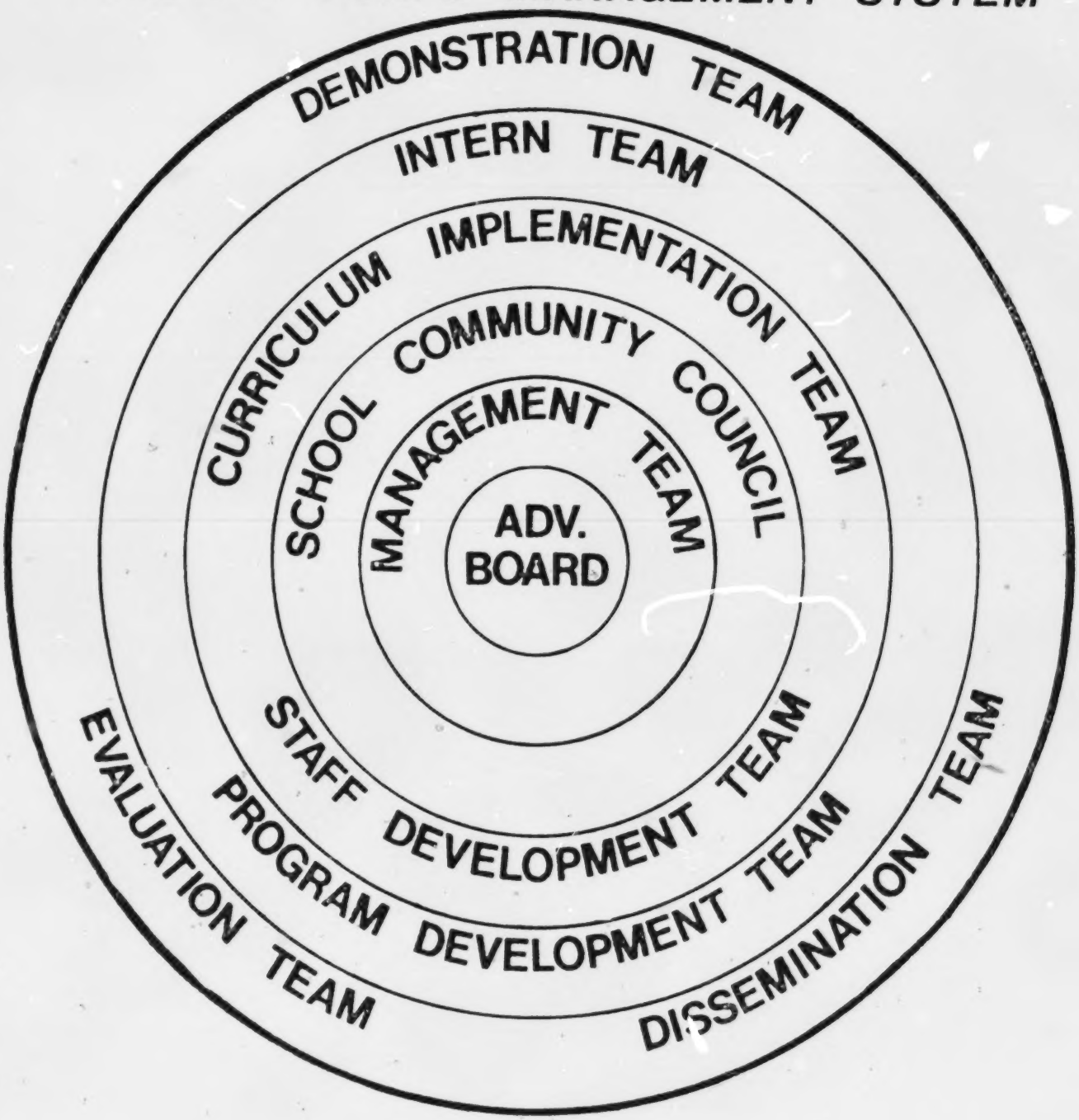
The facilitation of collaborative planning, implementing, and decisioning is accomplished through a series of Management Teams (see Figure 3). A discussion of the School Community Council, Advisory Board, and Inservice Council (which is part of the Program and Staff Development Teams) will demonstrate the function and importance of collaborative decision making.

The Advisory Board is a policy-making group for the Teacher Corps project, with members from each section of the educational system (I.H.E., L.E.A., and Community). Meeting once every two months, the thirty-member board discusses, plans, and develops policies for the project.

The School Community Council is an autonomous group composed of an equal number of parents and teachers, with the present chairperson being a parent. The School Community Council is presently involved in the planning and implementation of a playground for the Roosevelt School community. The playground is being designed by architects who are volunteering their time, with material and labor being supplied free of charge by the community. The School Community Council is also involved in the planning of a needs assessment of the local community and a door-to-door campaign to introduce Teacher Corps and the opportunity for extended community involvement. The School Community Council offers parents and other community people the opportunity to develop leadership skills. The potential of this volunteer group of teachers and parents who form the School Community Council is limitless. The potential for improving school-community relations can have a positive effect on the total school learning environment.

Figure 3.

TEACHER CORPS MANAGEMENT SYSTEM



The Inservice Council consisting of Roosevelt School teachers, principal, and a project Program Development Specialist, is an outgrowth of an existing teacher advisory group. The Inservice Council is responsible for the planning and implementing of the inservice activities, which will occur at the Roosevelt Elementary School for the entire staff. A needs assessment developed by the council, will be the basis for the inservice activities. The activities will commence in January 1977 and continue through the school year. Facilitators for the sessions will be selected by the council based on their demonstrated competency. The facilitators will include teachers, instructional specialists, and university faculty. The evaluation of the inservice activities will be generated by the Inservice Council through the facilitation of the project evaluator and Program Development Specialist. The planning, implementation, and evaluation by teachers should offer a greater degree of success in an area which is notorious for its failures.

There has been a time honored conflict between the needs, interests. and educational philosophies of the experienced assisting teacher, neophyte teacher, and university supervisor. The School/Community-Based Model described on pages 13 through 17, offers this educational triad the opportunity to work and learn together. The assisting teachers, Teacher Corps interns, and supervisory personnel are completing a graduate level course offered by this author, which incorporates segments of the staff development and community objectives. The seminar entitled, "Generic Teaching Strategies," is designed to reflect the skills, attitudes, and functions of teaching which are applicable to all teachers, regardless of grade level or subject. Individualizing, grouping, questioning, listening, and managing would be examples of a few generic teaching strategies.

The course, which is usually offered at the University of Houston, is flexible enough to be delivered on-site at the Roosevelt Elementary School. The course objectives which follow were designed to incorporate the school and community, the teacher, interns, supervisor, and the Teacher Corps project with the Roosevelt Elementary School. The Generic Teaching Strategies course includes the following:

Class Objectives

1. The student will be able to analyze, using two observational systems, the socialogical dynamics of the classroom environment.

2. The student will be able to identify and describe those generic teaching strategies which are critical to effective teaching.

3. The student will be able to implement a lesson, both individually and as a member of a team.

4. The student will be able to identify and/or design and utilize a self-analysis/evaluation feedback system which measures instructional effectiveness at both the affective and cognitive levels.

5. The student will develop (individually or in a team) one activity which will involve the Roosevelt community and the classroom.

6. The student will present a short (4-5 page) position paper on the seminar readings.

Class Readings

1. Lortie, Dan C. School Teacher. University of Chicago Press, 1975.

2. Rath, Louis E., Harmin, Merril and Simon, Sidney. Values and Teaching. Merrill, 1966.

3. Relevant journal articles.

The above objectives may be negotiated by submitting in writing before October 15 your suggested alternatives. These alternatives will be used in the negotiations of your final objectives.

The above objectives, in most cases, require the seminar participants to develop teams to accomplish their assignments. This allowed a group of teachers and interns to move from seminar to classroom with a minimal

amount of difficulty. The teaming, which commenced in the fall will have the foundation for continuance in the spring.

The teaming patterns continually change to give the four Teacher Corps interns a maximum opportunity to observe a variety of teaching models. The interns' teaching activities are limited to clinical experiences, related to the seminar assignments. The gradual infusion of the interns into the classroom setting over a one year period, allow for maximum development of teaching skills and flexible attitudes toward different teaching styles.

The fifth course objective created the greatest controversy and reaped the greatest results. The class participants were confronted with an unusual opportunity to develop positive home-school interaction early in the school year. The class decided to use one seminar period to visit a minimum of five parents in their homes. It was agreed that the parents would need to invite the teacher, and an intern would join the assisting teacher in the home visit. The class participated in a series of simulations which allowed for discussion of possible problems and approaches related to the home visits. Each visit was documented (see Figure 4.) and the results were exceptionally positive. The teachers and interns felt they received a unique educational experience through the home visits. The parents expressed their appreciation of interest taken by the teachers for their children. The teachers had developed a positive link with the parents, which can only help avoid problems later in the school year. The students had a different view of the home and the school. Although the class was expected to visit five parents, most of the teachers continued the visits until all the parents' invitations had been answered.

During a reporting session on the results of the home visits, the teachers recommended the following: (1) the home visit program be instituted as part of the Area VI inservice program on a free choice, voluntary basis; (2) the teachers would visit those homes on an invitation basis only; (3) the visit would occur over a period of two to three weeks; (4) an optional training program be developed for teachers who would be going on their first home visit.

The teachers requested a continuation of the program if their involvement was voluntary and the district gave them some release time to accomplish their home visits. The need for teacher involvement discussed previously in this paper is amplified by the seminar teachers' concerns.

The community objective, which achieved excellent responses from the teachers, interns, and parents, demonstrated the potential for the education of teachers through community experiences. Community Based Teacher Education programs could incorporate the methodology, research, and experiential community activities to facilitate the learning and professional growth of all educational personnel.

Conclusion

This paper has presented a summary of the activities of Teacher Corps in the United States. The potential for dissemination of the ideas and models developed and field-tested throughout America to other countries is unlimited. The opportunity exists to share our successes and failures with our neighbors who live in the global village named Earth.

Figure 4.

Name _____

PARENT VISITATION LOG

Date of Conference _____ Duration of Conference _____

Parent visited (or address) _____

Place of parent-teacher conference _____

How was this conference initiated? _____

Description of preparation for conference

Objectives for conference _____

_____

_____

Topics of discussion _____

_____

_____

_____

_____

_____

_____

Outcomes of conference (How did it go?) _____

_____

_____

_____

_____

Open comments (i.e. Was the time worth the effort? Would you do it again?)

_____

_____

_____

_____

Footnotes

[1]W. L. Smith, "Introduction," in Ten Years of Teacher Corps 1966-1976, Barbara Wegher, ed. (Teacher Corps Recruitment and Referral Center, University of Southern California at Los Angeles, under government contract), p. 2.

[2]See Appendix A for description of a graduate Teacher Corps project in Providence, Rhode Island 1971. It survived the termination of federal funding.

[3]C. H. Patterson, Humanistic Education (Englewood Cliffs, NJ: Prentice Hall Inc., 1973), pp. 49-52.

[4]Alan A. Glatthorn, Alternatives in Education (New York: Dodd Mead and Company, 1975).

[5]Houston Independent School District, Houston, Texas, 1975.

[6]Houston Chronicle, March 7, 1976.

[7]James F. Collins, "The Making of a Teaching Center," The Journal of Teacher Education, (Summer, 1974), p. 13-20.

[8]Houston Independent School District 1975.

[9]"Continuing the Educational Process," International Journal of Continuing Education and Training, 1974, pp. 173-178.

[10]Margery Williams, The Velveteen Rabbit or How Toys Become Real. (Garden City, New York: Doubleday & Co., Inc., 1971).

[11]Francis Fuller, "Concerns of Teachers: A Developmental Conceptualization," American Education Research Journal, March, 1969, 7(2).

[12]H. J. Freiberg, unpublished paper, "Confluence Field Experiences," 1973.

[13]Ira J. Gordon and William F. Breivogel, Building Effective Home-School Relationships (Boston: Allyn and Bacon, Inc., 1976).

[14]Dan C. Lortie, School Teacher (Chicago: University of Chicago Press, 1975).

[15]University of Houston/Houston Independent School District Teacher Corps, Cycle 11, 1975.